

## Exploring Expository Text

### Lesson Preparation

Daily Lesson 7	READING	
	TEKS E1.Fig19A,B E1.8A E1.9A,B,C	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Readers create connections to make text personally relevant and useful.</li> </ul> <p>— How does making connections to a text impact understanding?</p>	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>Details</li> <li>Summary</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Writer's Notebook (1 per student)</li> <li>Teacher Reader's Notebook (1)</li> <li>Various expository texts for 4-5 current events (1 example per student)</li> <li>Chart paper</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>Teacher Resource: <b>English 1 Unit 03 Writing Appetizer</b> (1)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>Prepare to display visuals as appropriate.</li> <li>Select 4-5 current events (number needed will depend on class size) and collect several examples of expository texts for each topic. You will need a different text for each student. In Daily Lesson 9, students will form groups based on their current event topic. (See Teacher Notes for an idea on how to label and organize texts for use in this lesson.)</li> <li>Refer to: Teacher Resource: <b>English 1 Unit 03 Writing Appetizer</b>. Prepare accordingly.</li> </ol>	
<b>Background Information</b>	<p>This Instructional Routine partially assesses Performance Indicator: <i>"After reading an expository text about a specific current event, prepare a visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding."</i></p>	
<b>Teacher Notes</b>	<p>Reliable Internet sites, magazines, or newspapers are resources for expository texts concerning a current event.</p> <p>Carefully labeling the texts before they are distributed to students will allow the lesson to flow more easily. For example, if there will be five current events used for the assignment and five different expository texts used for each current event, select five different colors and assign one to each current event. If the first current event is assigned the color red, label the five texts tied to that current event 1-5 in red. This labeling will be helpful when students get in current event groups in Daily Lesson 9.</p>	

Daily Lesson 7	READING
	Remind students of ongoing Independent Reading assignment for this Unit and review expectations for annotating the text as needed.

## Instructional Routines

### READING

Daily Lesson 7	
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  Content Objective: Students identify and summarize important details of an expository text.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Writing Appetizer.</li> <li>2. Introduce Performance Indicator: <i>"After reading an expository text about a specific current event, prepare a visual representation (e.g., slide presentation) to summarize key ideas. In small groups focused on the same event, present the information and synthesize the ideas between the texts. Draw a conclusion about the event and use the writing process to individually write an analytical essay using textual evidence to support understanding."</i> Clarify expectations as needed.</li> <li>3. Distribute expository texts about current events to students.</li> <li>4. Instruct students to distinguish between substantiated and unsubstantiated opinions, determine the organizational pattern of the text, and identify the important details of the text as they read.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Individually, students read an expository text, distinguish between substantiated and unsubstantiated opinions, identify important details, and write a summary of the text in their Reader's Notebook.</li> <li>2. Monitor and assist as needed.</li> </ol>
<b>Closure</b>	1. Ask: <b>How does distinguishing between substantiated and unsubstantiated opinions and determining the organizational structure help you to write a more accurate summary?</b> Discuss responses.